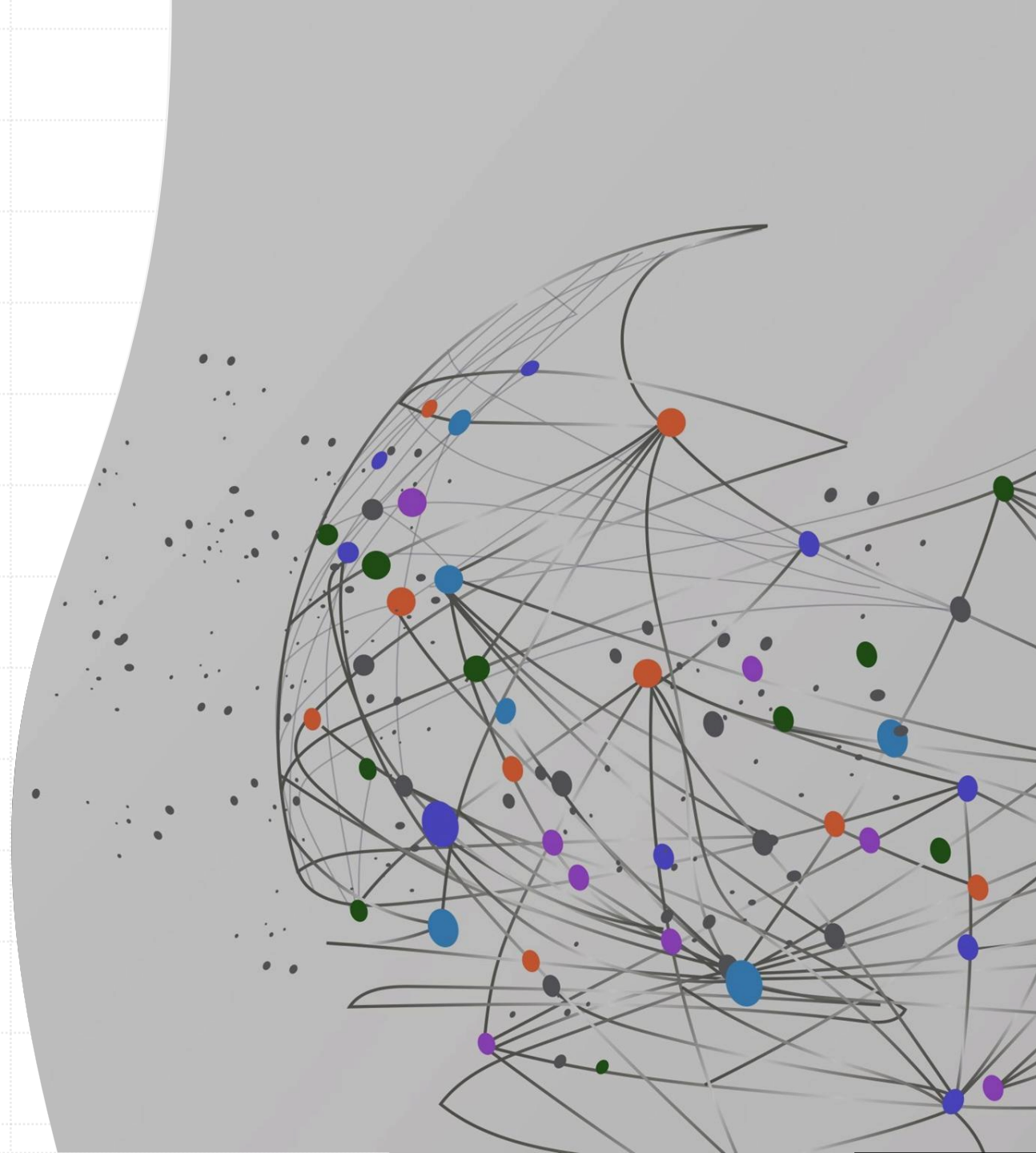


A woman with long dark hair, wearing a light blue cable-knit sweater and dark leggings, is sitting on a grey couch. She is looking off to the side with a thoughtful expression, her hand resting on her chin. In the background, there is a bookshelf with several books. The image is split into two halves by a curved white line. The left half is a faded version of the same scene, showing the woman from a different angle, looking towards the right.

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Introduction and Background

The Case of Jenny: Jenny is aged 16 years, a loving daughter to her mother, whose biological factors (mobility, memory deficiency) and the circumstances of life go into the situation.

The Interplay: The last five years of her life has been contextualised with her surrounding and responsibilities (nurture) which have been crucial in shaping her growth at this moment.

Vygotsky Framework: The theory presented by Vygotsky, despite being handed to the extreme format of the social interaction (nurture), does not overlook the biological basis of the development (Tzuriel, 2021). We will use this lens to realise the influence of the surrounding of Jenny has had on the nature of abilities.

Presentation Goal: To develop community support plan to receive the interaction of nature of nurture in terms of the Vygotsky concepts to promote the well-being of Jenny.

Sociocultural Theory of Vygotsky: The key Ideas

- Biological Basis (Nature): We have been born with a simple or primitive mental facilities like attention, sensation and memory among others which are part of our biological endowments (nature).
- Higher Functions Development (Nurture): Vygotsky explains that, with the aid of social interaction in the culture, these simple biological functioning are developed into the higher mental functioning (complex thinking, reasoning) (Rahmatirad, 2020). This is the role of nurture (Mahn, 1999).
- There are some key concepts regarding the nature/nurture scenario:
- More Knowledgeable Other and Scaffolding (Nurture): The MKO will be used to provide a cultural provision and social (nurture) connection to advance the natural potentials of Jenny (nature).
- ZPD: ZPD is the range within which the joint action by the enabling environment can release the best in nature.

Jenny's Adaptation to the Historical Experience



The Potent Impact of Nurture: Jenny possesses a very high rate of nurture with her care giving position being demanding. Probably, this environment has accelerated special higher mental ability of responsibility and a domestic context problem solving.



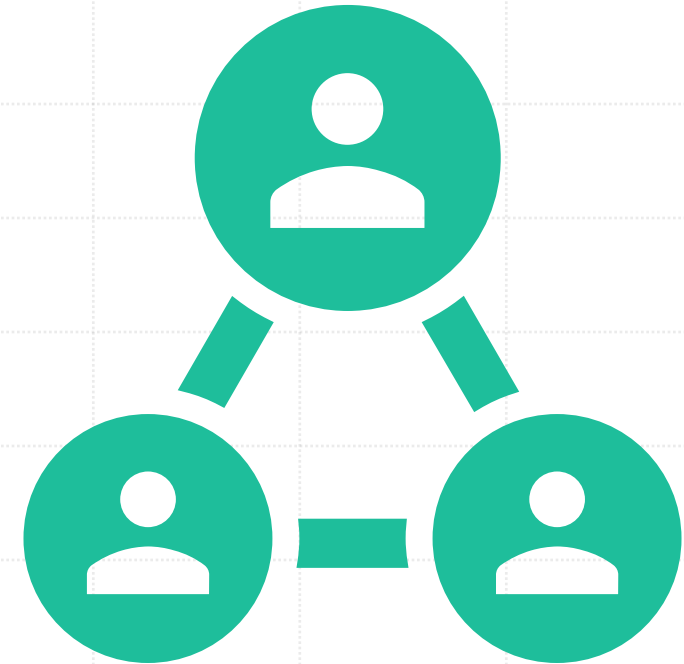
Creating Nature: Her biological processes (memory, attention) have culturally been constructed in such a way to focus on the needs of her mother. This much at least she is qualified to be.



Potential Imbalances On the other hand, such nurture intensity might have presupposed a lack of socialisation (once more a form of nurture) that happened during her age, and consequently, might have left these areas of development immature.

Identification of the ZPD and Support Needs of Jenny

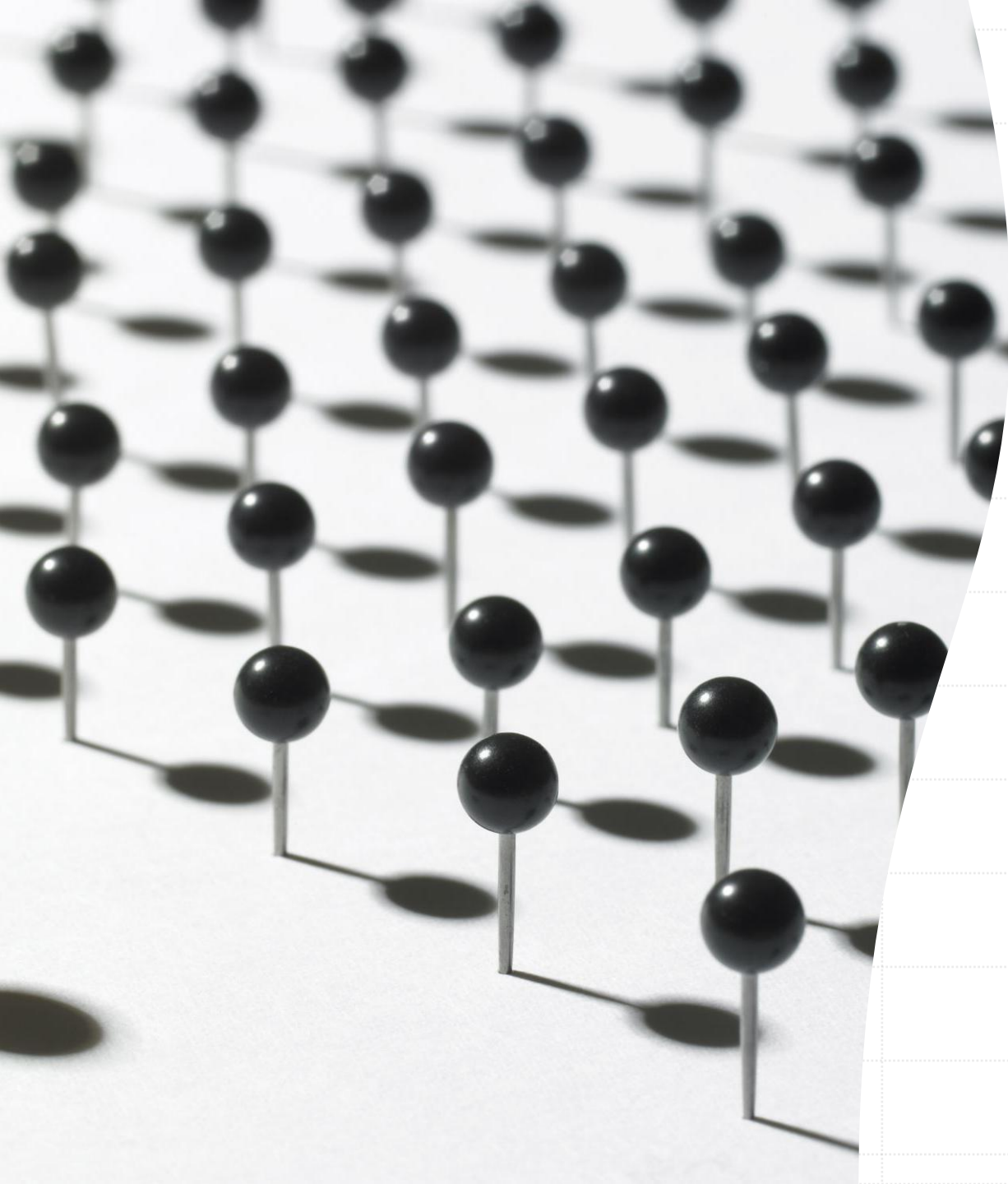
- Real Level (Nature + Nurture to Date): Jenny can work as a carer due to the synthesis of her inherent talents with her own experience (Daneshfar and Moharami, 2018).
- Potential Level (Where Her Nurture Comes in): The ZPD presents evidence of her socio/emotional growth being discontinuous (Jabr, 2023). She needs to have nurturing relationships (MKOs, peers) to make her potential stand out at other arenas besides care giving.
- Priority of Interventions: The ZPD will help us to define where to develop her: we would not teach her the basics of caring (she already has a sense of it), but encourage her social needs (where the potential development can take place).



Advanced Practical Plan/interventions (The Support Plan)

- Everything to Do: Our treatments will substitute a deficiency of nurture in her growth.
- Mentorship: MKO mentor will provide her with a new guided social affiliation to handle her individual advancement, an environmental aspect in the shape which the advancement of her potential will flourish.
- Peer Support Groups: In this intervention the environment is employed which provides the needed social environment to which she had no social skill development.





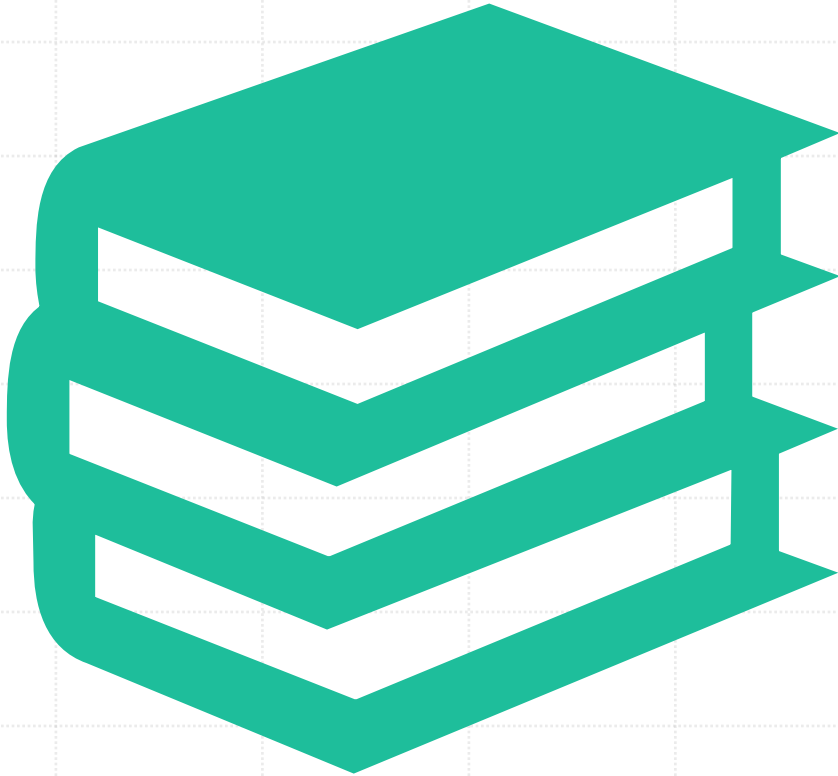
Evaluation of the Theory: Usefulness and Shortcomings

- **Strengths (Focus on Nurture):** The theory is more effective in extracting the best aspects of the surrounding, culture and social interaction that plays a critical part in shaping up an individual (Ameri, 2020). This is why it is highly applicable in the social care contexts.
- **Weakness (Nature Limitation):** The most significant limitation is that Vygotsky did not explore the problem of biological factors (nature), to the exhaustion (Academia.edu, 2025). He can only accept the basic functions but fails to mention how the biological differences (e.g., temperament, some learning disabilities) would interplay with the social learning (nurture).
- **Balance is Key:** It involves the right balance between the excessive focus related to the social nurture development according to Vygotsky and the knowledge regarding the individual biological character.



Conclusion

- Summary: Sociocultural Theory that was structured by Vygotsky is an extremely excellent theory of the realisation of nurture on nature.
- Significant Hint: When the dynamic process of interacting the environment with the abilities, the abilities of Jenny, is realised, then we will manage to create special interventions.
- Final Statement: The strategic approach to an interpersonal process that takes into consideration the offer of the proper nurture is central in the release of the entire potential in Jenny as well as with regard to her natural endowment and her life experiences and story.



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